



State of Rhode Island and Providence Plantations

DEPARTMENT OF EDUCATION

Shepard Building
255 Westminster Street

Providence, Rhode Island 02903-3400

Enclosure 5c
November 19, 2019

Angélica Infante-Green
Commissioner

November 19, 2019

TO: Members of the Council on Elementary and Secondary Education
FROM: Angélica Infante-Green, Commissioner
RE: **University High School – Proposal for a New Charter**

In accordance to R.I.G.L. §16-77.3-3, proposals for a new charter require the action of the Council of Elementary and Secondary Education. Further, when considering the overall merits of a proposed charter, R.I.G.L. § 16-77.3-3 requires the Council to place substantial weight on the fiscal impact on the city or town, programmatic impact on the sending school district, and the educational impact on the students in the sending district to ensure that the proposal is economically prudent for the city or town, and academically prudent for the proposed sending school district and for all students in the sending district.

RIDE, in partnership with the external evaluator SchoolWorks, has conducted an in-depth review of the proposed charter, including University High School's proposed academic model, public feedback, and the impact that the proposed charter would have on local communities. RIDE has concluded that the proposal submitted by University High School is both academically and economically prudent, and will result in high-quality academic opportunities for Rhode Island's students.

The quality of the proposed school program and the potential of the program to guide strong student outcomes determines the recommendation for preliminary approval. Final approval is contingent on completion of all required pre-opening items, which include operational aspects of opening a school, as well as addressing outstanding key concerns from the initial charter review. It is important to note that preliminary approval does not guarantee final approval. While not guaranteed, RIDE anticipates presenting the charter for final approval in the spring of 2020 to open in the fall of 2020.

RECOMMENDATION: THAT, the Council on Elementary and Secondary Education moves to grant preliminary approval to University High School's proposal for a new charter to open in school year 2020-21; with final approval contingent on the completion of all pre-opening requirements and conditions established by the Rhode Island Department of Education.

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- Commissioner's Recommendation Overview and a detailed overview of University High School's proposal
- Summary of the quality evaluation for the proposal
- University High School's Response to the Commissioner's recommendation
- RIDE's local impact analysis (educational, programmatic, and fiscal) for Providence
- Any local impact analyses submitted by the public pertaining to the proposal at hand (*none received*)
- Review of the financial records of the establishing entity, Roger Williams University, and the financial plan for University High School by the Office of the Auditor General



University High School

Commissioner's Recommendation & Proposal Overview

Commissioner's Recommendation: Preliminary Approval

Summary of Proposal

Proposed Charter Overview			
Charter Type:	Independent	Year Opening:	2020-21
Location of School:	Providence	Grade Level (At-Scale):	Grades 9-12, but a non-traditional model utilizing cohorts instead of grade-levels
Enrolling Communities:	Providence	Enrollment (At-Scale):	200

School Mission & Model	
School Mission:	"The University High School community entrusts all learners to develop the skills necessary to grow intellectually (academically, social-emotionally, behaviorally, and culturally) and solve complex problems in order to forge positive change in the world."
School Model:	University High School proposes to open a high school serving the needs of Providence students with a strong focus on Multi-lingual learners. The school aims to serve 100% Multi-lingual Learners. The program centers on a year-round school model utilizing a mastery-based curriculum, grounded in restorative practices and language acquisition, with an opportunity to earn credit-bearing certificates as well as an associate's degree through dual enrollment courses. The school will open in 2020-21 with 50 students in its first cohort, adding a 50-student cohort each year, growing to 200 students in four cohorts by 2023-24.

Proposed Enrollment			
Charter Year	School Year	Cohorts	Total Student Enrollment
Year 1	2020-21	1	50
Year 2	2021-22	1 & 2	100
Year 3	2022-23	1, 2 & 3	150
Year 4 (At-Scale)	2023-24	1, 2, 3, 4	200
Year 5	2024-25	2, 3, 4, & 5	200

Overview of Public Comment	
Public Comment Period	July 19, 2019, to November 1, 2019
Public Hearings	Two public hearings were held in the Shepard Building's PAFF Auditorium for University High School: 1) September 12, 2019; 2) October 10, 2019
Summary of Received Public Comments	RIDE received 12 spoken and written comments during the public comment period. Of the 12 received public comments, 11 comments (91%) supported the proposal and 1 comment (9%) opposed the proposal.

Overview of Commissioner's Recommendation

Summary of Recommendation	
Recommended Action:	The Commissioner recommends that the Council on Elementary and Secondary Education move to grant <u>preliminary approval</u> to University High School's proposal. Final approval is contingent on the completion of all pre-opening requirements and conditions established by the Rhode Island Department of Education.
Key Recommendation Drivers:	<ul style="list-style-type: none"> As verified by SchoolWorks, an independent, nationally recognized reviewer, the University High School (UHS) applicant team has provided a proposal with a unique model that has strong potential to meet the needs of Providence high school age Multi-lingual Learners through self-paced and directed inquiry-based learning cycles. <ul style="list-style-type: none"> The applicant group's model intends to support the growing multi-lingual learner population of Providence. The school holds five core values: growth mindset; self-efficacy; transformative process; social capital; and intercultural fluency. The applicant team proposes to deliver a mastery-based education rooted in year-round programming, language acquisitions and the opportunity for dual enrollment. The application proposes a close partnership with Roger Williams University, which will provide postsecondary credit bearing opportunities, business operations support and a facility. UHS will be housed in the University College, Roger Williams building in downtown Providence. The applicants intend to recruit from Providence neighborhoods with higher concentrations of multi-lingual families, with appropriate recruitment materials and Board-level family liaison. The application identifies an applicant team that includes seven members including four student designers who embody the target student population for the school. The applicant group has been planning for two years in partnership with the Barr Foundation and Spring Point as well as consulting with a variety of community members. The application fully met five and scored "mostly" on seven of the fourteen application standards evaluated by SchoolWorks in the quality evaluation. <u>Family Demand</u>: While 2,372 students in grades 9 – 12 that reside in Providence applied for a charter school seat in 2019-20, 335 seats were awarded. <ul style="list-style-type: none"> Out of all Providence students in grades 9 – 12 that applied to a charter school in 2019, 14.12% were offered a charter school seat. At-scale, University High School's enrollment of 200 students represents 0.83% of students enrolled in Providence Public Schools in 2019-20. According to March 2019 charter lottery data, 49% of the over 10,000 unique applications for charter school seats were applications from Providence families. The Commissioner recommends that the Council on Elementary and Secondary Education grant preliminary approval to the University High School proposal. <ul style="list-style-type: none"> Prior to final approval, the University High School applicant team must complete required conditions and all pre-opening deliverables. RIDE anticipates the University High School applicant team to complete all required conditions to open in 2020-21. Preliminary approval enables the applicant team to begin implementation of the proposal while allowing RIDE to both support and hold the applicant team accountable for final approval. Below is a summary of the regulatory and operational requirements for applicant teams to gain final approval.

Required Actions for Final Approval

Adherence to charter regulatory requirements is mandated per statute for final approval. In addition to regulatory requirements, the following proposed conditions are intended to address essential concerns identified by the application review committee. The applicant team must meet all regulatory requirements and Council approved conditions prior to final approval.

Summary of Recommendations for Conditions	Summary of RIDE's Concerns with Evaluation	RIDE Required Condition for Approval
Condition A:	The application does not describe the range of intervention strategies that will be used for struggling students. Additionally, the application does not describe procedures for identifying differently-abled students.	By or before January 24, 2020, the applicant team must submit a revised, comprehensive plan to describe the range of intervention supports that will be provided to struggling students and process and procedures for identifying differently-abled students.
Condition B:	The application does not sufficiently discuss the programming for its Multi-Lingual Learners (MLL), examples of its effectiveness, or the supporting research base. Additionally, the application does not sufficiently explain when and where MLL services will be provided, an intervention strategy, or process to determine effectiveness.	By or before January 24, 2020, the applicant team must submit a revised, comprehensive plan describing the programming and supports planned for MLL students including research-based programs it will use, and details regarding the schedule of MLL services and interventions to be provided.
Condition C:	The application states that students will utilize individual learning plans to self-direct and self-pace through courses and rely on rubrics to determine final course passage. However, the application lacks details regarding course sequences and an assurance that despite this non-traditional model, students will have the ability to earn the appropriate course credits needed for state graduation requirements.	By or before January 24, 2020, the applicant team must submit an assurance and any relevant evidence that courses will align with state standards and high school graduation requirements per section 2.3 of the Secondary School Regulations.
Condition D:	The application indicates that Roger Williams University (RWU) staff plan to serve as members of the charter school's Board of Directors and this presents concerns of potential conflicts of interest.	By or before January 24, 2020, the applicant team must submit an updated draft Service Agreement Term Sheet. A fully executed service agreement must be in place by April 1, 2020. Additionally, by or before January 24, 2020, the applicant team must submit: bylaws and procedures that articulate how the school's Board of Directors will identify and address potential conflicts of interest, forms to be used, and timelines used to guide the process.

Charter Regulatory Requirements for Final Charter Approval

The charter school regulations 200-RICR-20-05-2, section 2.2.4(B) specify tasks that must be satisfactorily completed for a proposed charter to obtain final approval.

2.2.4(B)1.	File and obtain approval of articles of incorporation by the Rhode Island Office of the Secretary of State
2.2.4(B)2.	Review and approval of the business plan, financial management procedures, and other relevant financial information by the Rhode Island Office of the Auditor General.
2.2.4(B)3.	Establish governance structure (i.e. board of trustees, board of directors, etc.) to provide proper governance and oversight of school operations.
2.2.4(B)4.	Hire a qualified chief administrator (i.e. Head of School, Executive Director, Chief Executive Officer) to oversee day-to-day operations.
2.2.4(B)5.	Updated staffing plan designed to put in place a faculty that clearly meets student need and is consistent with the school's program design.
2.2.4(B)6.	Provide evidence that 50% of its first-year enrollment is willing to enroll if the school opens the following school year.
2.2.4(B)7.	The school must have identified an appropriate building (permanent or temporary) for operating the school.
2.2.4(B)8.	Develop a final charter.

Request for Proposals for New Student Seats: **Evaluator's Guide**

Office of Charter Schools

Rhode Island Department of Education

University High School

2019 Review of Proposals for New Student Seats

Comment Summary Sheet

Name of Charter Proposal: University High School

Evaluator Name: SchoolWorks

Initial Review Completed: September 3, 2019

Interview Date: October 3, 2019

Summary of Comments			
Does this section meet the overall standard of quality?	NO	MOSTLY	YES
I. Cover Sheet	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II. Executive Summary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III. Mission Statement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV. Proposed New Students and Enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
V. Goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI. Community Need and Support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
VII. Educational Program (New Charter & Expansion)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
VIII. Organizational Capacity (New Charter & Expansion)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IX. Facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
X. Operations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
XI. Finance and Budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XII. Schedule and Calendar (New Charter)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
XIII. Startup Timeline (New Charter)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
XIV. Variances	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Appendix A: Required Attachments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Overall Submission	NO	MOSTLY	YES
<ul style="list-style-type: none"> Does the proposal adhere to all formatting and submission criteria, including: <ul style="list-style-type: none"> One-inch margins? 12-point font? A table of contents that references all sections of the narrative and all attachments? Page numbers on each page, including on attachments? 50 pages double-spaced, excluding attachments? 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A. Is the request free of typographical and grammatical errors?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B. Are citations used for all references and/or excerpts? (Footnotes requested as a citation style)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Upon evaluating the quality of the submitted proposal, interview and the performance tasks, SchoolWorks recommends that the Rhode Island Department of Education consider recommending for approval the proposal submitted by University High School (UHS).

SchoolWorks acknowledges that the Commissioner's final recommendation to the Council on Elementary and Secondary Education will consist of a review of SchoolWorks' ratings, feedback and recommendation regarding the quality of the proposal, a review of public comment and a review of a local impact analysis.

Essential Strengths of the proposal:

- The applicant group proposes a unique model that serves English Language Learner (ELL) students in order to support the growing ELL population in Providence. Additionally, the applicant group defines five core values: growth mindset; self-efficacy; transformative process; social capital; and intercultural fluency. Also, the applicant group presents research supporting the benefits of the core values, as well as what they look like in action and how they will be modeled at the school.
- The school will partner with Roger Williams University, which will provide services related to education, instruction, and business operations. Additionally, the applicant group states that the missions of both entities are aligned in that both entities strive to develop skills necessary to grow intellectually.
- The school has a facility secured; they will receive space on University Campus from Roger Williams University.
- The applicant group has been planning the school for two years in partnership with the Barr Foundation and Spring Point. Additionally, they have consulted with principals, teachers, and other experts during the planning years.
- In the interview, the applicant group identified some specific mission-driven and organizational goals, such as 80% of students demonstrating proficiency in curriculum standards and language acquisition and proficiency, and 90% of conflict referrals will be managed through restorative practices.
- In the interview, the applicant group stated that Providence has a large ELL population (51%), and they will recruit city-wide, with a focus on neighborhoods with a higher concentration of ELL families. They added that they will develop materials in multiple languages to ensure families can access materials and understand what the school offers and will recruit through methods such as attending and hosting community events, media (e.g., Spanish radio stations), and talking with families at local traditional district schools with newcomer programs. Additionally, the applicant group indicated that they will potentially have a Board member serve as a family liaison to help build structures and support systems to ensure they reach all families and support families through the enrollment process.
- In the application and the interview, the applicant group states that the school does not have traditional classes and, instead, students' learning will be self-directed and self-paced through inquiry-based learning cycles, with the end goal of students passing courses and obtaining course credits required for graduation. Additionally, they provide rubrics they will use to inform how students move through course offerings (e.g., Rubric for Rubrics, Demonstration Rubrics, Mastery Rubrics).

Essential Concerns with the proposal:

- Interview – While, in the interview, the applicant group provided some additional detail to demonstrate an understanding of what it takes to develop a charter school, they still lacked detail to clearly describe all aspects of the school. For example, they stated that ELL students will receive push-in supports in the classroom because they want to maintain an inclusive environment, but they did not describe specific supports for ELL students.
- Initial Review - In the application, the applicant group generally describes aspects of the school, but some sections are not fully explained and lack detail to demonstrate an understanding of what it takes to develop a charter school. For example, the school proposes to focus on ELL students, but provides little detail on how ELL students will be supported. Also, they do not specifically define the instructional strategies and methods they will use to deliver the curriculum.
- Interview – While the applicant group noted that they will implement a Response to Intervention (RtI) process to identify individual student needs and supports, they did not describe a clear process for identifying students who are struggling or students with disabilities; nor did they clearly describe their special education program.

- Initial Review – In the application, the applicant group does not articulate a clear process for identifying and supporting students with disabilities.
- Interview - While the applicant group provided additional detail in the interview, they did not provide enough detail to present a comprehensive educational plan. For example, the applicant group stated that restorative practices will be built into every aspect of the school and will be the foundation of the school's culture. However, when asked, they did not clearly describe what the restorative practices will look like in practice or how they will implement them; nor did they articulate the steps of the school-wide conflict referral process and protocol.
- Initial Review - In the application, the education program does not provide enough detail to demonstrate that the applicant group has a comprehensive plan to address areas such as instruction, classroom environment, and culture. For example, they do not describe the classroom environment, nor do they provide a complete overview or a rationale of the course scope and sequence. Additionally, the applicant group states that the school will focus on restorative practices but provides minimal detail to further explain what restorative practices they will use, what they will look like in practice, and how they will implement them.
- Interview - In the interview, while the applicant group identified some specific mission-driven and organizational goals (e.g., 90% of conflict referrals will be managed through restorative practices), they did not identify specific, measurable academic goals.
- Initial Review - In the application, the applicant group identifies some academic, mission-driven, and organizational goals; however, they are broad in nature. For example, they state that they will participate with InfoWorks to evaluate their climate and culture but do not identify a specific goal related to climate and culture.
- Interview - In the interview, the applicant group stated that the school will have learning guides (a.k.a. teachers) who will be responsible for a group of 13-17 students called an ethno-faction. Each classroom will have approximately 34 students with two learning guides in each classroom, with support from an ELL coordinator and a learning coordinator. However, it is not clear why the specific classroom environment decisions were made or how it aligns with the proposed mission.
- Initial Review - In the application, the applicant group states that the school will not have traditional classes; however, they do not describe what the classroom environment will be or how it aligns with the proposed mission. Also, they do not provide an overview or rationale of the course scope and sequence.
- In the application and the interview, the applicant group does not clearly articulate evaluation processes for leadership, staff, or teachers. In the application and the interview, the applicant group indicates that there will be Roger Williams University (RWU) staff members on the Board. While the applicant group maintains that those members will recuse themselves from any Board discussion around the performance of RWU, this still presents concerns of potential conflicts of interest.
- Interview - In the interview, the applicant group stated that the Board will hold RWU accountable to the terms of the final contract, and they will maintain regular communication with RWU to monitor progress. However, they did not outline how they will transition services in the event that UHS chooses to terminate the contract with RWU.
- Initial Review - In the application, RWU will provide services related to education, instruction, and business operations. However, if UHS chooses to terminate the contract, they do not describe how they will transition services.
- Interview - In the interview, the applicant group stated that they are prepared to make reductions in line items (e.g., furniture, shifting full-time positions to part-time positions) in order to reduce the deficit. However, no evidence was provided to substantiate these reductions or identify what impact they will have on the overall budget.
- Initial Review - In the application, the budget includes many of the categories included in the application; however, no detail is provided on how most of the cost assumptions are calculated. For example, in years one and two, there is an assumption of nearly \$340,000 in unexplained revenue, and the financial projection is operating in a deficit of \$146,620 in year one and \$86,068 in year two. Additionally, the five-year budget does not provide expenses for food service, safety, and capital projects even though the application notes that these operational areas will be utilized.

By signing this Comment Cover Sheet, I hereby declare that I have reviewed and commented on the aforementioned request for charter school expansion, and that I have no known conflicts of interest with the individuals submitting the request.

A handwritten signature in black ink that reads "Paige Gonzalez". The signature is written in a cursive style with a large initial 'P'.

Signature

October 21, 2019

Date

Dear Council,

University High School (UHS) would like to thank RIDE's charters evaluation team for all of the hard work they have invested to ensure all multi-lingual learners in Providence have access to high quality educational programs. We appreciate the rigorous process that helped us dive deeper into our design and model and ensure that we will effectively serve all of our students when we open our doors in September 2020.

UHS was created out of a need for equitable quality education for multi-lingual learners (MLLs) in Providence. According to the data provided by RIDE, Kids Count, The Department of Justice and John's Hopkins Institution for Education Policy, there is an urgent need to find alternative, innovative, and relevant solutions to address the gigantic achievement gap between MLLs and non-MLLs. According to Kids Count, in 2017 only 2% of MLLs in 7th graders were proficient in ELA and a mere 1% in Math on the PARCC assessment.¹ Mayor Elorza stated in 2018 that the MLL population in Providence is the largest growing population in the city. The supply for qualified MLL teachers and available services and resources does not meet the demand. In addition, Johns Hopkins Institute for Education Policy released a review of the PPSD (May 2019)² stating that "with rare exceptions teachers are demoralized and feel unsupported."³

Based on the urgency determined by this data, UHS's design will have positive educational impacts of PPSD students in three ways:

1. We will provide a strong educational program grounded in language acquisition, restorative practices, and competency-based education for all students and especially the MLL students in the district. UHS will specifically provide its students with dual-enrollment opportunities, allowing them to graduate high school with stackable certificates and college credits up to an Associate's Degree.
2. We will become a lab site for best practices in serving high school level MLLs and integration of post-secondary opportunities into the regular school day. Through sharing our best practices, we will support the development of improved teaching practices for MLL students across PPSD.
3. We will fully engage the families of students, including and especially our MLLs, , furthering Providence's efforts to be a community that welcomes and supports everyone.

¹ COUNT, R. I. (n.d.). What's New. Retrieved from [http://www.rikidscount.org/Portals/0/Uploads/Documents/Factbook 2018/2018 Factbook.pd](http://www.rikidscount.org/Portals/0/Uploads/Documents/Factbook%202018/2018%20Factbook.pdf)

² Culpepper, S. (2018, May 02). State grapples with lack of resources for English language learners. Retrieved from <http://www.browndailyherald.com/2018/04/26/state-grapples-lack-resources-english-language-learners/>

³ Providence Public School District: A Review. (2019, June). Retrieved August 20, 2019, from <https://edpolicy.education.jhu.edu/wp-content/uploads/2019/06/PPSD-REVISED-FINAL-002.pdf>

UHS's instructional profile is built around the Inquiry-Based Learning (I-BL) process that incorporates iteration as a core element for improvement. We are a school purposefully designed around continuous improvement. Because of this ideology, UHS will be able to meet the conditions listed on the Commissioners' recommendation letter. Specifically, we will:

1. Build a Multi-system of Supports (MTSS) process and procedure that is aligned to local, state, and federal regulations and bridge the gap between our Universal Design Model, tier 2 and 3 interventions and supports, including the documentation of the range of intervention strategies that will be used for struggling students and our procedures for identifying differently abled students.
2. Provide a description of the integration of SIOP and SEI teaching strategies in the curriculum model and provide a written document "bridging the gap" between our Universal Design Model and learners who may need more intensive Language development supports. We will provide examples and research of the Universal Design Model's effectiveness is serving MLLs. We will include an explanation of when and where MLLs will receive services, the intervention strategies that will be used and how we will monitor and ensure effectiveness.
3. Provide a map of the course sequences and evidence of course alignment to RIDE's High School Graduation requirements ensuring that all of our students will have the ability to earn the appropriate course credits need to meet state graduation requirements.
4. Provide a copy of our Service Agreement Term Sheet and our bylaws that articulates how we plane to identify and address conflict of interest. We will ensure that there is appropriate documentation to allay the commissioner's concerns of any potential conflict of interest between UHS and RWU.

Since its initial conception, UHS has been designing with students, educators, community-based organizations, parents, and University College, Roger Williams University. UHS works diligently to ensure that all voices are heard and not exploited. Because UHS will serve predominantly (if not completely) MLLs from the Providence Public School District, we will be supporting the academic achievement of not only the students and educators at our school, but the students, educators and families across PPSD. We plan to share with PPSD our learnings around effective implementation, cultivations of systems/structures, academic pedagogy, social-emotional learning practices, and family outreach proven to be effective in servicing our target population. The programmatic impact that UHS will have on PPSD will ensure a more rigorous, accountable, and supportive teaching and learning environment for all learners.

We look forward to serving all the communities and families within PPSD who need a high school focused on providing our Multi Language Learners with a rigorous, innovative program that ensures they have access to multiple post-secondary opportunities. We look forward to having you visit UHS next year and see the power of our instructional model in changing lives.

Sincerely,

University High School

Bibliography:

1. COUNT, R. I. (n.d.). What's New. Retrieved from <http://www.rikidscount.org/Portals/0/Uploads/Documents/Factbook 2018/2018 Factbook.pdf>
2. Culpepper, S. (2018, May 02). State grapples with lack of resources for English language learners. Retrieved from <http://www.browndailyherald.com/2018/04/26/state-grapples-lack-resources-english-language-learners/>
3. Providence Public School District: A Review. (2019, June). Retrieved August 20, 2019, from <https://edpolicy.education.jhu.edu/wp-content/uploads/2019/06/PPSD-REVISED-FINAL-002.pdf>



University High School

Local Impact Analysis for New Charter Request

Local Community: Providence

Enrollment Assumptions & Comparisonⁱ

Proposed Charter Overview			
Charter Type:	Independent	Year Opening:	2020-21
Location of School:	Providence	Grade Level (At-Scale):	Non-traditional model utilizing cohorts instead of grade-levels
Enrolling Communities:	Providence	Enrollment (At-Scale):	200

Summary of Proposal
University High School proposes to open a high school serving the needs of Providence students with a strong focus on English learners. The school aims to serve 100% English learners. The program centers on a year-round school model utilizing a mastery-based curriculum, grounded in restorative practices and language acquisition, with an opportunity to earn credit-bearing certificates as well as an associate's degree through dual enrollment courses. The school will open in 2020-21 with 50 students in its first cohort, adding a 50-student cohort each year, growing to 200 students in four cohorts by 2023-24.

Proposed Enrollment			
Charter Year	School Year	Cohorts	Total Student Enrollment
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Year 4 (At-Scale)	2023-24	1, 2, 3, 4	200
Year 5	2024-25	2, 3, 4, & 5	200

Demographics of Enrolling Communities		
Demographics (%)	Providence	State Avg.
Economically Disadvantaged	84.36%	47.36%
Multi-Lingual Learners	29.37%	9.54%
Differently-abled students	15.43%	15.63%
Minority students	91.41%	43.43%



University High School

Local Impact Analysis for New Charter Request

Local Community: Providence

How does the charter's projected enrollment fit within the overall portfolio of Providence students?	
Enrollment Category	Student Enrollment
Total # of students enrolled in Providence Public School District (PPSD)	23,955
UHS's at-scale enrollment as a % of PPCD's enrollment	0.83%
Total # of students residing in Providence ⁱⁱ	30,353
UHS's at-scale enrollment as a % of total # of students residing in Providence	0.66%

Educational & Programmatic Impact Analysisⁱⁱⁱ

2019 PSAT 10th Grade Performance Comparison with Charter, District, and State Results

PSAT Results	English Language Arts			Mathematics		
	% of all Students Tested	Average Scale Score	% Students Meets/Exceeds	% of all Students Tested	Average Scale Score	% Students Meets/Exceeds
Proposed Charter	-	-	-	-	-	-
PPSD	86.80%	410	37.94%	85.47%	406	15.87%
State	93.92%	459	60.06%	93.47%	445	31.02%

PSAT Results Demographic Breakdown	English Language Arts (% Meets/Exceeds)			Mathematics (% Meets/Exceeds)		
	Proposed Charter	PPSD	State	Proposed Charter	PPSD	State
All Students	-	37.94%	60.06%	-	15.87%	31.02%
Economically Disadvantaged	-	33.50%	41.77%	-	11.87%	13.99%
Multi-Lingual Learners	-	**	6.94%	-	**	**
Differently-abled students	-	9.73%	16.96%	-	**	**

2019 SAT 11th Grade Performance Comparison with Charter, District, and State Results

SAT Results	English Language Arts			Mathematics		
	% of all Students Tested	Average Scale Score	% Students Meets/Exceeds	% of all Students Tested	Average Scale Score	% Students Meets/Exceeds
Proposed Charter	-	-	-	-	-	-
PPSD	91.24%	425	25.51%	90.60%	414	14.81%
State	95.13%	483	50.51%	94.77%	474	31.16%



University High School Local Impact Analysis for New Charter Request Local Community: Providence

SAT Results Demographic Breakdown	English Language Arts (% Meets/Exceeds)			Mathematics (% Meets/Exceeds)		
	Proposed Charter	PPSD	State	Proposed Charter	PPSD	State
All Students	-	25.51%	50.51%	-	14.80%	31.16%
Economically Disadvantaged	-	21.41%	29.99%	-	11.02%	13.53%
Multi-Lingual Learners	-	**	**	-	**	**
Differently-abled students	-	**	9.09%	-	**	**

Student Demand Analysis for Grade 9-12 Charter Seats ^{iv}	
# of 2019-20 Charter Applications for grades 9-12 from Students Residing in PPCSD:	2,372
# of 2019-20 Charter Application Awards for grades 9-12 from Students Residing in PPCSD:	335
What % of 19-20 Providence High School lottery applicants were offered a seat?	14.12%

Fiscal Impact Analysis

Educational funding dollars follow each child to the school of their choice. The following analysis projects the total amount of funding that would follow students to the school of their choice, commensurate with the size of the requested expansion.

Providence Student Funding Projections	Projected Per-Pupil Funding
Local Share – Projected FY20 per-pupil funding for each Providence student ^v	\$4,598 per-pupil
State Share – Projected FY20 per-pupil funding for each Providence student ^{vi}	\$11,399 per-pupil
Federal Share – Projected FY20 per-pupil funding for each Providence student ^{vii}	\$1,297 per-pupil
Projected FY20 total per-pupil funding for each Providence Student (i.e. RIDE projects this amount of total local + state federal per-pupil funding for each Providence student in FY20)	\$17,294 per-pupil
Less: 7% withheld from the local share of per pupil funding for “fixed or unique” costs ^{viii}	\$322 per-pupil
Local Share – Projected FY20 per-pupil funding for each Providence student, less the 7% withheld for “fixed or unique” costs	\$4,276 per-pupil
Projected FY20 total per-pupil funding for each Providence Student (excluding funds withheld for “fixed or unique costs”)	\$16,972 per-pupil

[fiscal impact analysis continued on next page]



University High School Local Impact Analysis for New Charter Request Local Community: Providence

Total Pupil Funding Projections, Commensurate with New School Proposal:

Fiscal Year	Proposed Charter Projected Enrollment	Projected Total Local Share Pupil Funding commensurate with the requested new charter proposal	Projected Total Local Share Pupil Funding as % of PVD FY18 Total Expenditures ^{ix}	Projected Total Pupil Funding (Local+State+ Federal) commensurate with the requested new charter proposal	Projected Total Withholding for Fixed or Unique Costs (to district)
FY 2020-21 (Opening)	50	\$213,800	0.05%	\$848,600	\$16,100
FY 2021-22	100	\$427,600	0.10%	\$1,697,200	\$32,200
FY 2022-23	150	\$641,400	0.15%	\$2,545,800	\$48,300
FY 2023-24 (at-scale)	200	\$855,200	0.20%	\$3,394,400	\$64,400

Key implication: RIDE projects on an annual basis by FY2023-24, commensurate with the new school proposal reaching full enrollment at-scale, total funding of \$3,394,400 to be generated by Providence students and subsequently follow these students to the educational option of their choice. \$855,200 of this \$3,394,400 will be contributed through local share funding. This \$855,200 represents 0.20% of PPSD's total reported FY18 expenditures.

ⁱ Enrollment Assumptions and Comparison based off 10/1/18 reported data publicly available through RIDE's FRED database.

ⁱⁱ Inclusive of independent and catholic schools as available through RIDE's FRED database.

ⁱⁱⁱ Academic Outcome data is based off published assessment results for 2019 available through the public Rhode Island Assessment Data Portal. *Data is suppressed to ensure confidentiality because the minimum reporting size requirement (10 students) is not met. **Data is suppressed to ensure confidentiality because greater than 95% of students did not meet expectations.

^{iv} Demand analysis is based on the most recent lottery data available through the RIDE Charter School Applicant Report. Reporting sizes of less than 10 are suppressed for student privacy.

^v Assumes constant Local per-pupil funding, net of a constant withholding for fixed or unique costs.

^{vi} Assumes constant state per-pupil funding.

^{vii} Federal funding assumed constant and based off district averages.

^{viii} Withholding for fixed or unique costs is the greater of either: 1) 7% of the per-pupil local share funding; or, 2) the per-pupil value of the districts' fixed or unique costs district's statutorily defined expenditure categories minus the average expenses incurred by all public schools of choice for those same categories of expenses. Assumed constant in projections.

^{ix} Total FY18 PPSD Expenditures: \$428,390,606 (all expenditures based on most recent, audited UCOA data)



Office of the Auditor General

State of Rhode Island and Providence Plantations - General Assembly
Dennis E. Hoyle, CPA - Auditor General

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November 14, 2019

Angélica Infante-Green, Commissioner
Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Infante-Green:

I write regarding the charter school application to create the **University High School**, an independent-type charter school. Roger Williams University is the establishing entity for this charter school proposal.

While the charter school application is being considered for preliminary approval by the Board of Education, the Auditor General is required, under section 16-77.3-2(b) of the RI General Laws to:

- Review the financial records of the establishing entity, the financial plan for operating the charter school, and the financial integrity of the organization submitting the charter school application; and
- Provide an initial determination that the establishing nonprofit organization is financially responsible.

Roger Williams University is a qualifying nonprofit establishing entity as provided in section 16-77.3-1 of the RI General Laws. We have reviewed the audit of the financial statements of Roger Williams University for the year ended June 30, 2018. We find the non-profit establishing entity to be financially responsible; although we note that, the charter will be held in the name of the University High School.

We have also reviewed preliminary information supplied by Roger Williams University and the primary contacts for the University High School which included the University High School charter school application and preliminary budgets. Overall, we are supportive of the Board of Education granting preliminary approval to the University High School.

Please note that we have not considered or evaluated the educational plan proposed for the University High School from an educational perspective or for compliance with various federal and state educational requirements. We believe consideration of those requirements is appropriately within the purview of the Rhode Island Department of Education (RIDE) and its independent consultants engaged to review the application.

Additionally, we have not considered the potential fiscal impact on any local education agency which may send a student to the proposed University High School.

At this preliminary phase, we understand there are variables which impact the financial plan of the proposed charter school. We highlighted certain budget areas to ensure they are addressed in subsequent submissions. Additionally, should changes be proposed to the educational plan, corresponding modifications should be incorporated in the revised 5-year budget.

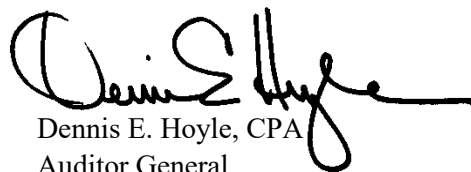
November 14, 2019

The following items must be addressed in subsequent five-year budget / financial plan updates prior to final charter approval:

- Updated enrollment and related expected local and state aid using the RIDE Enrollment and Funding Estimates template;
- Elimination of operating deficits in each of the first three years of operation as currently reflected in the preliminary financial plan;
- A monthly cash flow budget for the first operating year that includes school start-up expenditures and related funding and operating expenses. The cash flow budget should demonstrate the school's ability to meet payroll and other obligations as they become due based on planned cash in-flows;
- Additional detail supporting the amounts for Charter School Program (CSP) grants, private grants and Federal formula funds;
- A cross-walk between the staffing headcount and salary assumptions in the application narrative to amounts included in the 5-year budget. Include detail on employee benefit programs and related costs included in the financial plan;
- A final "Services Agreement" between the charter school and Roger Williams University that documents their business relationship, facility costs, build-out costs (if applicable), and other service obligations as included in the revised financial plan;
- Updated support for all significant budget line items and detail for specific line-items such as food services, insurance, and contingent expenses.

Please contact us should you have any questions regarding our review.

Sincerely,

A handwritten signature in black ink, appearing to read "Dennis E. Hoyle", with a long horizontal flourish extending to the right.

Dennis E. Hoyle, CPA
Auditor General

C: Speaker Nicholas A. Mattiello
Senate President Dominick J. Ruggerio
Board of Education
Stephen Osborn
Paula Barney
Diony Garcia
Somaly Prak-Martins